DOCUMENT RESUME

ED 072 843 PS 006 201

AUTHOR	Alford, Roy W.
TITLE	Home-Oriented Preschool Education: Program Overview and Requirements.
INSTITUTION	Appalachia Educational Lab., Charleston, W. Va.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Lab. Branch.
PUB DATE	72
NOTE	38p.; ED 060 742 is a related document
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Equipment; Educational Facilities; *Home Programs; *Instructional Television; *Mobile Classrooms; *Parent Participation; Parent Responsibility; Preschool Education; *Preschool Programs; Program Costs; Program Descriptions; Program Planning

ABSTRACT

The introductory volume to the Home-Oriented Preschool Education (HOPE) Program describes all elements of the program and the requirements for implementation. HOPE is an approach to education for 3-, 4-, and 5-year-old children that utilizes televised instruction, mobile classroom instruction, and parent instruction. This booklet is one of 7 designed to guide program implementation and operation. Areas covered are: (1) home-oriented preschool education--television motivates learning, group sessions for social learning, parent involvement extends learning, quality control; (2) a proven program--a brief description of the field testing; (3) program prerequisites--estimate student population, locate TV facilities, survey mobile classroom sites, orient and involve parents; (4) implementing HOPE/the field team--team members, facilities and equipment, operation costs, HOPE program organization; (5) impelmenting HOPE/materials production team--team members, facilities and equipment, operation costs; and (6) program options--materials production, classroom facilities, field team staffing. Appendices provide an estimated annual budget (which may reproduce poorly) and a list of HOPE development staff. (KM)

ED 072843

Home-Oriented Preschool Education

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PS 006201

program overview and requirements

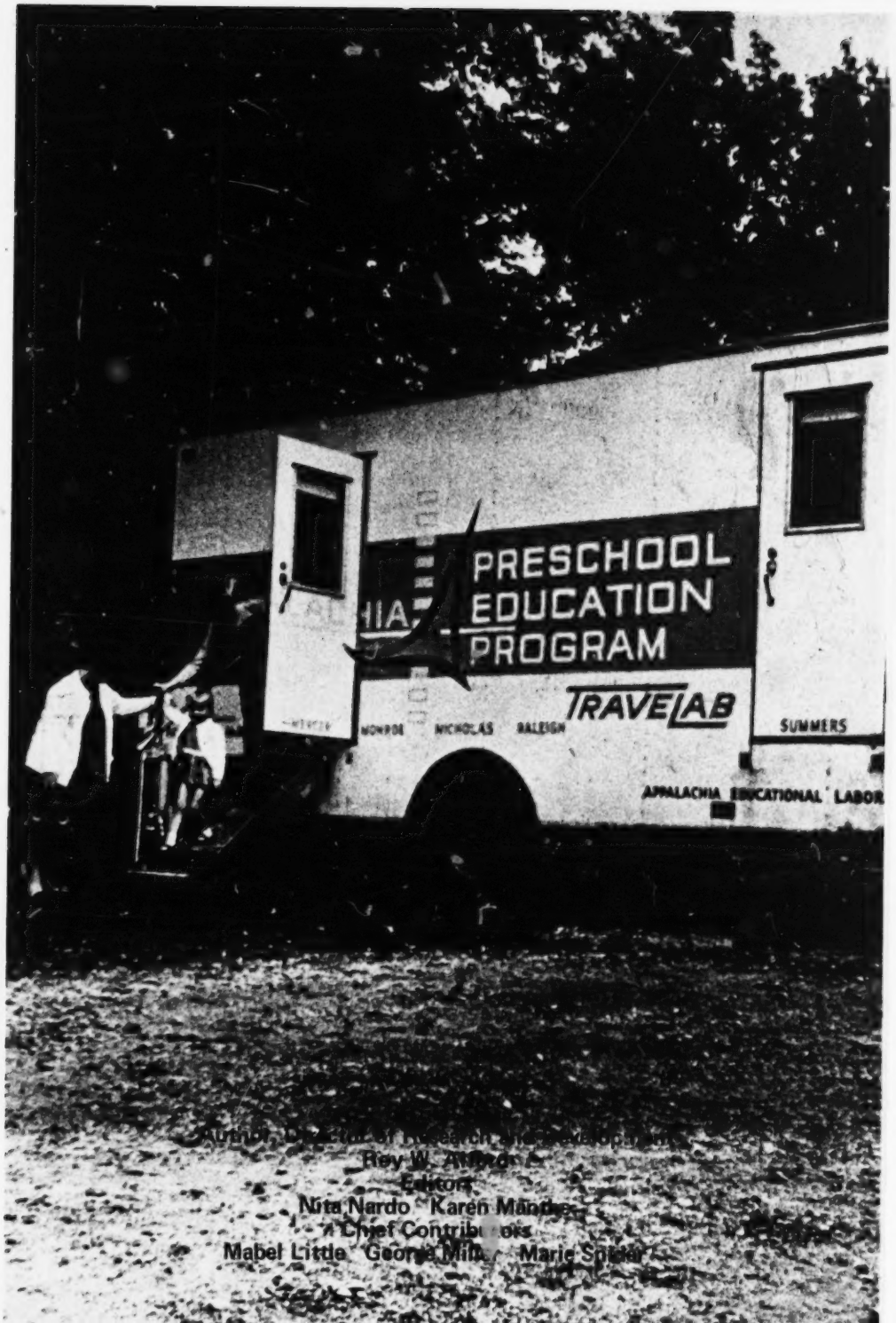
Home-Oriented Preschool Education

Program Overview And Requirements

PS 00201

Copyright for this publication is claimed only during the period of development, test, and evaluation, unless authorization is granted by the U. S. Office of Education to claim copyright also on the final materials. For information on the status of the copyright claim, contact either the copyright proprietor or the U. S. Office of Education.

Appalachia Educational Laboratory, Inc.
Charleston, West Virginia
1972



Author, Director of Research and Development
Roy W. Affeldt
Editors
Nita Nardo Karen Manthey
Chief Contributors
Mabel Little George Mill Marie Spicer

Foreword

This introductory volume to the Home-Oriented Preschool Education (HOPE) Program has been prepared to provide administrators and their staffs a description of all elements of the program and the requirements for implementation. Specific chapters are also devoted to program prerequisites and options.

This is one of seven publications designed to guide program implementation and operation in accord with findings of a three-year field test and a one-year operational test in demonstration centers.

The complete set of HOPE guides, manuals and handbooks includes the

Program Overview and Requirements

Field Director's Manual

Handbook for Mobile Classroom Teachers and Aides

Home Visitor's Handbook

Personnel Training Guide

Curriculum Planning Guide

Materials Preparation Guide

Benjamin E. Carmichael, Director
Appalachia Educational Laboratory

Contents

Home-Oriented Preschool Education 1
- Television motivates learning 2
- Group sessions for social learning 2
- Parent involvement extends learning. 3
- Quality control 3

A Proven Program 5

Program Prerequisites. 7
- Estimate student population 8
- Locate TV facilities 9
- Survey mobile classroom sites 10
- Orient and involve parents 11

Implementing HOPE/The Field Team. 13
- Team members 13
- Facilities and equipment. 14
- Operation costs 15
- HOPE Program Organization 16

Implementing HOPE/Materials Production Team . . .17
- Team members 17
- Facilities and equipment. 19
- Operation costs 20

Program Options 21
- Materials production. 21
- Classroom facilities 23
- Field Team staffing 24

Appendices 25
- (A) Estimated Annual Budget 27
- (B) HOPE Development Staff 31

Home-Oriented Preschool Education

Home-Oriented Preschool Education (HOPE), developed by the Appalachia Educational Laboratory, is a three-way approach to education for 3-, 4-, and 5-year-old children. It includes the use of

Televised instruction--to open young eyes to new experiences, to encourage young children to want to learn, to initiate the basic skill instruction, and to provide parents a first-hand observation of the instruction of their children.

Mobile classroom instruction--to initiate social interaction of children in small groups, to complement televised instruction, and to initiate instruction appropriate for the group setting.

Parent instruction--to promote positive child-parent interaction, to facilitate the use of home instructional materials, and to enable the parent to perform in an effective instructional role.

Television motivates learning

Lessons are broadcast five days a week. Each 30-minute lesson is based on research-proven educational principles for the development of children. Still, the emphasis is on showmanship and appeal to the very young. The lessons are based on specific behavioral objectives which have been precisely defined and utilized in the field test of the program.

Each lesson is designed to motivate the preschool child to want to learn, to stimulate his interest, and to initiate learning which is reinforced by related activities in mobile classroom and parent instruction.

Class sessions for social learning

Once each week the child attends a two-hour session in a mobile classroom stationed near his home. The mobile classroom is driven by the teacher or aide to 10 locations each week, serving a total of 150 children. It is stationed at a central location (church parking lot, school yard, or community center) where parents can conveniently bring their children. The mobile classroom teacher and paraprofessional aide plan each session for 10 to 15 children. Activities are based on the objectives for the total program and are closely correlated with television and parent instruction. They are specifically designed to provide for social learning and the use of a wide variety of learning materials.

The mobile classroom is equipped with a complete audiovisual unit, cooking area, chalk board and bulletin board, cabinet space, bookshelves, a sound-activated

colored light display, books, manipulative materials, records, filmstrips, toys, games and consumable supplies. It is fully carpeted, electrically heated, and air-conditioned. It contains its own water supply and chemical toilet. The furniture is custom designed for small children, colorfully decorated and highly durable.

Parent involvement extends learning

Once a week, a trained paraprofessional visits the home of each child to deliver the Parents' Guide, activity sheets, books and other supplies related to the television and mobile classroom instruction. Based on the instructional needs of children and the supportive needs of parents, the home visitor may spend varied amounts of time with parents to nurture positive interactions with their children. Time is usually spent with both child and parent in activities designed to extend the child's learning.

For every 150 children there are four home visitors; each one visits approximately 30 homes per week.

Quality control

Although positive educational change requires vastly improved systems of quality control, in most traditional educational enterprises the performer has had the major responsibility for evaluating his own performance. In the Home-Oriented Preschool Education Program, the differentiated roles of all those adults who have impact upon the child--materials production

staff, mobile classroom teacher, aide, home visitor, and parent--make it possible to assure a degree of quality control which is not based on self-judgment.

This quality control is facilitated through an information feedback system incorporated into the HOPE implementation process. Through the feedback system each team member is responsible for providing and/or exchanging specific data upon which the continuing program development is based (see Field Director's Manual, Materials Preparation Guide and Personnel Training Guide).

Built into the HOPE feedback system is the added linkage between the home and the formal instruction of the mobile classroom. The home visitor, through her contact with parents and children, provides input which helps relate the plans for classroom activities to the child's activities at home.

The translation of educational research results into classroom usage has been a major shortcoming in traditional educational systems. However, the early childhood curriculum specialists in the HOPE program, through their continuing production of fresh materials for teacher, home visitor, parent, and child, can channel the most recent research findings into the classroom and the home.

ES 006201

A Proven Program

The effectiveness of the Home-Oriented Preschool Education Program has been demonstrated in a three-year field test in a four-county area of southern West Virginia and a one-year operational test with 1,000 children at seven sites in Ohio, Tennessee, Virginia, and West Virginia. More than 450 children were included in the research and development study during each of the three years of field testing. The research results have been published in the Summative Evaluation Report, available from AEL.

Children who participated in the HOPE three-way approach showed gains in

Cognitive Skills

- cause and effect reasoning
- understanding of natural phenomena
- letter and number recognition
- language and related skills (expressive ability, vocabulary, and memory tasks)

Psychomotor Growth

- perceptual ability
- motor skills used in primary grades (drawing, cutting, etc.)

Affective Areas

- motivation to explore the learning environment
- social interaction with peers and adults
- curiosity

Program Prerequisites

To assess the feasibility of implementing Home-Oriented Preschool Education, four factors should be considered:

- number of children who can be expected to participate
- availability of adequate television coverage
- appropriate locations for the mobile classroom stations
- potential for parent involvement

Estimate student population

First, it is necessary to estimate the number of children in the target population--the 3-, 4-, and 5-year olds living in a geographical area to be served. This initial estimate can be made in one of three ways:

- A gross estimate can be made by determining the number of new first-grade children who were enrolled in all schools serving the area at the beginning of the previous school year, and then multiplying that figure by three.

- A more exact estimate can be made by consulting census figures or other relevant data.

- The most exact data can be obtained by a door-to-door survey.

Additional calculations are required to determine the probable number of children who will enroll in the program. Some children, particularly in the age 5 group, may be enrolled in established preschool programs. This number can be obtained from the directors of those programs and subtracted from the total target population figure. Experience in the field test has indicated that, by parental choice, less than 5 per cent of the eligible children will fail to enroll. Thus, a further reduction can be calculated. The resulting figure will be a close approximation of the actual enrollment. The formula can be applied in two steps:

Step 1: estimate of total target population minus number enrolled in other programs equals number eligible

Step 2: number eligible minus 5 per cent equals approximate number of HOPE enrollees

Locate TV facilities

The successful implementation of Home-Oriented Preschool Education requires a strong television signal throughout the geographic area to be served. Field tests indicate that commercial channels are best because of the wider coverage, better reception, and greater acceptance. (Also, many homes do not have television sets which will receive UHF broadcasts. Some commercial stations are UHF). Other factors to consider are that viewing patterns are geared toward commercial programming; and most daytime educational television is used for in-school broadcasts.

All stations broadcasting a signal into an area can be identified by consulting the Television Factbook, published by Television Digest, Inc., Washington, D. C. A notation of "prime coverage area" or grade A" indicates that 50 per cent or more of the households within the area can receive that channel. With this information, an informal survey of school administrators in the district will indicate which channel or channels are best suited for the HOPE broadcasts. In some areas, it may be necessary to use two channels to ensure coverage. Cable television should not be overlooked since it offers an excellent opportunity to present the lessons to children who might not otherwise be able to receive them. It is recommended that television station managers be involved early in the planning for HOPE and kept aware

of developments. They need notice well in advance of the broadcast starting date in order to schedule the television lessons at an appropriate time.

Where two stations are used, every effort should be made to broadcast the lessons at different times during the day. Thus, in areas where the signals overlap, children will have two opportunities to watch the lessons.

The time of day at which lessons are scheduled should consider

- the schedule for mobile classroom sessions
- family activities which might conflict with viewing (meals, naps, father's hours of work)
- local school schedules

Survey mobile classroom sites

The assessment prior to implementation should include a survey to identify suitable locations for stationing the mobile classroom during group instruction sessions. Three space needs must be considered

- off-street parking space for the vehicle
- convenient parking space for parents
- a safe play area for outdoor activities (playground equipment is not necessary or recommended)

Locations for the mobile classroom should be near the homes of children expected to enroll. In densely populated areas, one location can serve two or three sessions. In less populated areas, each location is used only once a week.

Suitable locations often can be found next to churches and other community buildings, such as fire stations, in public recreation areas, or on private property. If school grounds are used, avoid scheduling conflicts with the school program. Specific agreements and understandings for the use of each location should be reached with the appropriate authorities during the planning phase.

The preliminary survey should identify more locations than will be needed. When the program actually begins, some locations may prove less suitable than originally anticipated or some may no longer be available.

Orient and involve parents

Some parents should be involved in the early discussions of HOPE. For a home-oriented program, their knowledge of local conditions is far greater than that of school personnel, and their active participation will prove invaluable.

Parents who share in the early planning will provide an informed corps of supporters. Once the decision is made to introduce Home-Oriented Preschool Education, this corps can be instrumental in recruiting others into the parent involvement effort which characterizes the program and spreads interest in a ripple-effect throughout the target area.

Prior to HOPE implementation parents will participate in a comprehensive orientation to the program. The orientation will include

- an overview of the program
- clarification of parents' questions
- description of the parents' role and the responsibilities which require parental commitment
- involvement of parents in an information feedback system to provide data for program content, additions, deletions, or revisions

Implementing HOPE

The Field Team

HOPE has been designed to improve the learning and growth of children by focusing the coordinated efforts of the team on the children as individuals. The Field Team is responsible for initiating and operating the local program. This requires consideration of personnel, facilities and equipment, and costs. The Field Team may serve a single community, one school district, or several school districts working cooperatively to implement the program. Regardless of the area served, each Field Team will participate in regular planning and in-service training activities.

Team members

The Field Team consists of mobile classroom teachers and aides, paraprofessional home visitors, the field director and his staff. Planning for personnel

requirements is based on units of 150 children since there is a direct relationship between the number of children to be served and the number of personnel to be employed.

For each mobile classroom a Mobile Classroom-Home Unit Team is organized. Each unit of 150 children requires one mobile classroom teacher, one paraprofessional classroom aide, and four home visitors.

The teacher and aide conduct two sessions per day with approximately 15 children each (see Handbook for Mobile Classroom Teachers and Aides).

Each home visitor goes to an average of 30 homes per week. Since some homes have more than one child enrolled in the program the home visitor works with approximately 35 children (see Home Visitor's Handbook).

The field office staff includes a field director, an assistant field director (depending upon program size), and a secretary. In programs where both positions can be provided, either the director or assistant director should be a specialist in early childhood education. If only one position is provided, specialized knowledge in early childhood education should be required. The field office staff can administer a maximum of 16 units (150 children each), but a smaller number is preferred. The field director should be the first member of the team employed since the director has responsibility for the formation of the total team (see Field Director's Manual).

Facilities and equipment

The field office should be centrally located within the area to be served. This facilitates the supervisory

activities of the staff and expedites receipt and delivery of materials.

Field office requirements vary according to the number of units served. Basic requirements include

- office space for the staff
- storage room for books and teaching materials
- heating, cooling, lighting and ventilation
- parking space for mobile classrooms
- space for small group testing of children (desirable but not necessary)

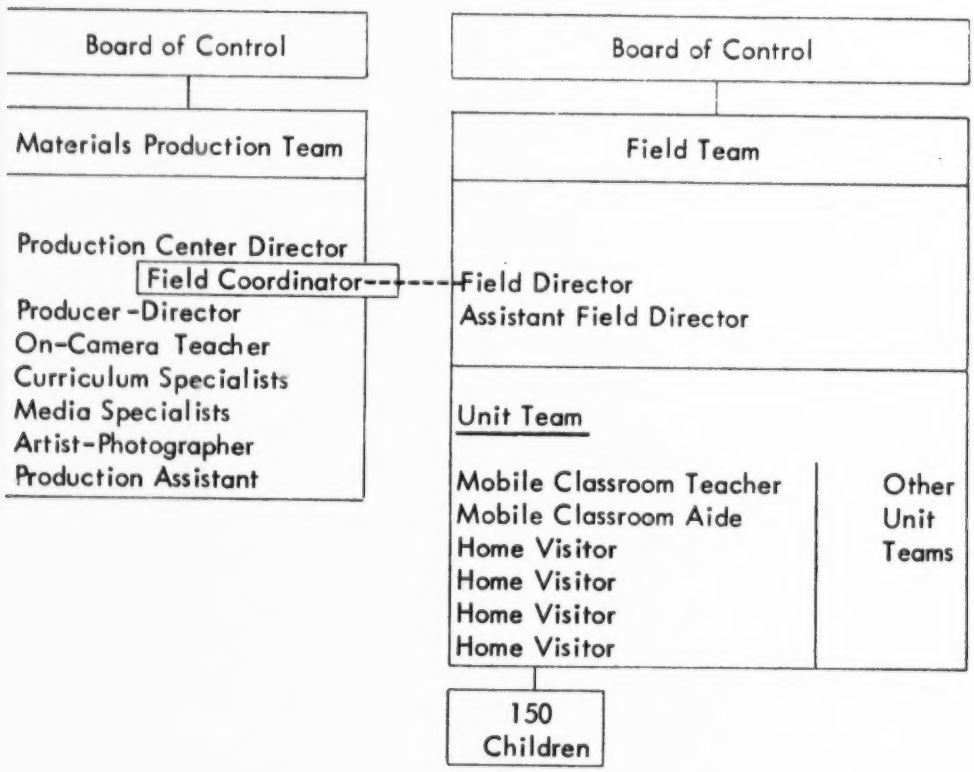
It is necessary to have one mobile classroom for each unit of 150 children. The order should be placed at least six months before the HOPE Program is scheduled to begin.

Operation costs

Costs for field operations are estimated at $242.15 per child. Increasing or decreasing the number of enrollees does not appreciably change the per child cost.

Field costs for capital outlay are estimated at $106.88 per child. If amortized over a five-year period (a conservative estimate), the annual cost per child is $21.68. Annual field operations cost, plus annual capital outlay cost, will be $263.83 per child. Appendix A provides details for computing costs. Substitution of appropriate local costs for the projected figures will provide a more specific estimate.

HOPE Program Organization



Implementing HOPE

Materials Production Team

Whether the program is used by several school districts jointly, by a state, or by several states cooperatively, a Materials Production Center must be established to produce television lessons and the related materials for all children and parents in the program (see Materials Preparation Guide). A district can conduct the program independently by securing the lessons and materials from such a center.

Creation of the materials preparation capability requires consideration of personnel, facilities and equipment, and costs.

Team members

The staff of the Materials Production Center is responsible for preparing and producing materials for

all three components of the program. Materials include

- 170 new television lessons per year
- 34 weekly editions each of the Parents' Guide, Home Visitor Activities, Mobile Classroom Instructional Guide, and Master Curriculum Planning Guide
- numerous activity items for children
- feedback and evaluation instruments

Minimum staff for the center consists of the director, field coordinator, producer-director, on-camera teacher, two curriculum specialists, artist-photographer, media specialist, production assistant, and two secretaries. The addition of a script writer is desirable. If this is not feasible, the curriculum specialists are responsible for producing the television lesson scripts. In addition to the on-camera teacher, other staff may "double" as cast members for the televised lessons. (Job descriptions are found in the Materials Preparation Guide). However, production quality will be greatly enhanced if resources permit the use of professional performers either as regular cast members or on a contractual basis for special lesson segments.

This description is based on the assumption that the center will serve a small geographic area and a relatively small number of children. Alternatives are found on pages 21-24.

A year-round production schedule is required to ensure that all materials are completed at least one month prior to use.

Facilities and equipment

A lease arrangement with either a commercial or educational television station has been found more reasonable than the purchase or construction of facilities for the Materials Production Center. Any lease entered into must clearly specify conditions to be met by the two parties involved. Clarification on all major terms of the agreement before production begins will minimize understandings, contribute to the efficient operation of both staffs, and enable the HOPE staff to meet production schedules.

Minimum requirements for the Materials Production Center include the following provisions:

Office and Work Space

- work space suited to the needs of each employee
- storage space for supplies and equipment
- an area for group conferences
- darkroom facilities for film processing
- adequate lighting, heating, cooling, and ventilation

Technical Equipment

- two cameras (minimum)
- one video recorder
- one film chain
- electronic editing

Operating Crew

- two cameramen
- one audio engineer
- one video engineer

Studio

- suitable lighting
- at least three permanent sets (e.g., living room, kitchen, exterior)
- occasional use of temporary sets (e.g., workshop, barn, attic)

Schedule Provisions

- full-time use of office space
- availability of technical equipment, operating crew, and studio at regularly scheduled time each production day (a minimum of two hours for each half-hour production)
- availability of studio at other times for set construction or modification, rehearsals without cameras, and other unscheduled activities

Operation costs

The costs for developing and producing television lessons and related materials are relatively fixed, regardless of the number of children served. Increasing the number of children to be served adds only a small amount to the overall cost, but it results in a decreased cost per child. Based on a projected population of 24,000 children, the per pupil cost for production of televised lessons and related materials is $7.01. Capital outlay cost is $1.50 per child. The total per child cost for materials production, including both operation and capital outlay, is $8.51 (an itemized cost breakdown, based on HOPE field test expenditures, is listed in Appendix A). The substitution of appropriate local costs will give a more accurate projection.

Program Options

It is recommended that HOPE be implemented as described in the guides, handbooks, and manuals prepared for the initiation and operation of the program. However, there are alternatives which can be considered in relation to school district needs, conditions, and preferences. Options are related to materials production, classroom provisions, and Field Team staffing.

Materials production

Alternatives include considerations of the number of children involved in the program and the possibilities for establishing either state or regional production centers.

Reduction in the number of children for whom television lessons and related materials are produced is

possible. The requirements described in this overview have been based on a projected enrollment of 25,000 children, but a single large district could implement the program effectively. It should be noted that a reduction of this number will result in either a sharp rise in per pupil cost or a corresponding decrease in quality.

A state level production center can be established under the direction of the state department of education or the state television broadcasting authority to produce television lessons and related materials for all participating school districts within the state. This arrangement can serve enough children to keep costs low and quality high. There is added potential for immediate responsiveness to changing needs of the target population since evaluation data can be quickly collected, reviewed, and reflected in new production.

A regional production center can be established to serve a large area crossing state lines. The regional approach makes it possible to provide a superior product at a much lower cost per child.

Where the regional approach is applied it is recommended that data be collected on a sample of children in each participating state to ensure that the needs and interests of children continue to be reflected in the learning materials which are produced.

At the regional level of operation, a governing body for the production center is recommended. Two possibilities might be considered:

- a consortium representing the chief state school officers of each state, or the state educational broadcasting authorities, or a combination of the two groups

- a non-profit corporation established as a separate entity with a self-renewing board of directors (this could be the above mentioned consortium)

Classroom facilities

The group experience necessary for social growth and development is provided in the mobile classroom, as recommended in this overview. There are distinct advantages in the use of the mobile classroom:

- it provides the children and teacher with the same bright, clean, well-equipped classroom at each session

- it can be moved to new locations as populations shift

- it is less expensive than the classrooms it replaces

In areas where surplus classroom space is available in appropriate locations, or where suitable rooms can be found in community buildings, churches, or other facilities, a traveling teacher may be employed. Equipped with the necessary books, materials, art supplies, and audiovisual aids, the teacher can travel from one

location to another. A van-type vehicle is required to transport the teacher, aide, and materials. Suitable furniture, heating, lighting, and other physical facilities must be provided at each location; and it must be remembered that valuable time will be lost in this approach since the teacher must set up and re-pack equipment for each session.

Field Team staffing

The program, as described in this overview, requires one mobile classroom teacher, one teacher aide, and four home visitors for each unit of 150 children. It is necessary to assign two adults to each mobile classroom. As an alternative, the team could include one teacher and five home visitors, with each home visitor serving as teacher aide in the classroom one day per week.

The advantage of this arrangement would be the close relationship between the teacher and home visitors which would strengthen the tie between the teacher and the home. The disadvantages would be (1) the difficulty for the teacher in day-by-day program planning with a different aide each day of the week; and (2) the requirement that each home visitor become familiar with the operation of the mobile classroom, and that the teacher do all the driving.

Appendix A

Estimated Annual Budget[1]

PRODUCTION OF TV LESSONS AND MATERIALS			
Operating Costs			$177,210
Personnel		$131,460	
Salaries (8 professional @ $14,820 avg., 1 support @ $5,000 avg.)	$125,360		
Travel (professionals @ $550 avg. each)	6,600		
Consultants (includes travel)	1,500		
Facilities (office and studio for production of 170, 30-minute programs, 2 hrs. production time for each @ $200/hr.)		14,000	
Supplies, Maintenance, Etc.		11,750	
Film (includes processing)	4,000		
Videotape (50 replacements @ $75 each)	3,750		
Other (includes office and studio supplies)	3,750		
Equipment, Repairs & Maintenance	750		
Capital Expenditures			37,500
Equipment		12,000	
Videotapes (480 @ $75 each)		25,500	
Total Production Cost			$214,710
FIELD OPERATION			
Operating Costs			$6,053,631
Personnel		$5,264,700	
Supervisory Staff[2]	$328,000		
Salaries (18 @ $12,000, 2 @ $16,000, 11 support personnel @ $5,000 avg. each)	$305,000		
Travel (supervisory personnel @ $1,250 avg. each)	25,000		
Field Staff[3,4]	4,922,700		
Salaries (167 mobile classroom teachers avg. $9,600 ea., 167 mobile classroom aides avg. $4,500 ea.; 167 home visitors avg. $5,900 ea.)	4,522,000		
Travel (home visitors @ $600 ea.)	400,200		
Consultants	13,500		
Rent, Communication, Utilities[2]		66,320	
Office and Furniture Rental	41,840		
Telephone	6,080		
Utilities and Maintenance	8,400		
Supplies for Children (printed materials @ $8.50 per child, to be purchased from Materials Production Center; books, art supplies, etc. @ $2,200 per unit--167 units, each with 150 students)		367,400	
Repairs & Maintenance (167 mobile classrooms[5] @ $1,400 each)		233,800	
Insurance (167 mobile classrooms[5] @ $715 each)		122,411	
Capital Expenditures[5] (167 mobile classrooms)			2,672,000
Total Field Cost			$8,725,631
TOTAL PROGRAM COST			$8,940,341

BUDGET SUMMARY			
Annual Production Costs (television lessons and related materials @ $7.01 per child)		$177,210	
Annual Field Operation Costs (25,000 children @ $242.15 per child)		6,053,631	
Total Operating Costs			$6,230,841
Capital Expenditures--Production[6] (25,000 children @ $1.50 per child)		37,500	
Capital Expenditures--Field Operation		2,672,000	
Total Capital Expenditures			2,709,500
TOTAL PROGRAM COST			$8,940,341

ANNUAL COST PER CHILD: $270.84. THIS INCLUDES PRODUCTION, FIELD OPERATION AND PRORATED CAPITAL EXPENDITURE COSTS.

---

[1] *Costs are based on a program enrollment of 25,000 children. Except as noted, HOPE field test costs are used.*

[2] *Based on nine field offices, each responsible for approximately 2,800 children, and one central administrative office. (The need for a central office depends on the number of Field Teams operated under one board of control.)*

[3] *167 mobile classroom units consisting of 150 children each.*

[4] *Costs based on estimated average West Virginia teacher's salary of $7,458 for 10 months (Rankings of the Counties, 1970, West Virginia Education Association, April, 1970, p. 14), or $8,950 for 12 months plus an additional $650 for driving the mobile classroom.*

[5] *Cost of mobile classroom to ABL was $21,000 for one unit. A reduced cost of $16,000 would be incurred for multiple units.*

[6] *Capital expenditure items are amortized over a 5-year period at $541,000 annually. Annual per-child rate is $21.64.*

Appendix B

The HOPE Development Staff

The following persons have made significant contributions to the development of the Home-Oriented Preschool Education Program. Two categories are recognized: Consultants--affiliated with other institutions while working with the Laboratory on a short-term basis; and Laboratory staff members--who have been full-time employees of Appalachia Educational Laboratory.

Consultants

James Anderson	West Virginia Department of Education
Vernon Bronson	National Association of Educational Broadcasters
Glennis Cunningham	West Virginia University
Frank Hooper	West Virginia University
Della Horton	Peabody College
Charles Johnson	University of Georgia
John Kennedy	University of Tennessee
Charles Kenoyer	West Virginia University
Celia Lavatelli	University of Illinois
William Marshall	West Virginia University
Paul Mico	Social Dynamics, Inc.
Rose Mukerji	Brooklyn College
Albertine Noecker	National College of Education
Ray Norris	Peabody College
Betty Peruchi	Chattanooga, Tennessee Schools
Martha Rashid	George Washington University
Lauren Resnik	University of Pittsburgh
JoAnn Sutherland	University of Florida
Larry Walcoff	National Association of Educational Broadcasters
Herbert Wheeler	Pennsylvania State University

Laboratory

Roy Alford
Charles Bertram
Cynthia Bickey
Martha Blevins
Jane Boschian
Pam Brown
Christine Buckland
Richard Cagno
Anna Caldwell
Rosemary Cameron*
Benjamin Carmichael
Robert Childers
Shirley Cook
Jack DeVan
Joel Fleming
Suzanne Fleming
Virginia Fultz
Barbara Hatfield
Brainard Hines
Paula Honaker
Patty Hughes
R. J. Kaufman
Susan Leeber
Mark Lemon
Mabel Little
Elizabeth Miller
George Miller
Tom Mitchell
Nita Nardo
Constance Muncy
Don Nelson
Linda O'Dell
Deagelia Pena
James Ranson
Wayne Reed
Charles Rhodes
Cyrus Rhodes*
Gene Rooze
Richard Rowland
Frank Sanders
Dan Smith
Marie Snider
June Stover
Linda Thornton
Rob Roy Walters
Shelby Welch

*Deceased

Published by the Appalachia Educational Laboratory, a private non-profit corporation, supported in part as a regional educational laboratory by funds from the United States Office of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.